Waltham International College

4.0 Academic Regulations



4.13 Disability and Inclusion Policy

Version Number:	7
Reviewed by | Approved by:	Compliance Review | BoG
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Compliance Alignment Statement

This version of the Disability and Inclusion Policy has been aligned to current UK and Office for Students requirements as of May 2026. The substantive changes are listed below.

Version Control Statement

Version	Date	Changes	Reason	Author	Next Review
1	28.06.2023	New Policy	New Policy	Student Services Lead	June 2024
2	28.06.2023	Aligned policy to the new structure	Annual Review	Student Services Lead	June 2024
3	Feb 2024	General review for factual accuracy, currency and external references if any.	Annual Review	Academic Lead	Feb 2025
4	Apr 2024	Standardized font throughout the policy	Quality Assurance review	QA Officer	Feb 2025
5	Aug 2025	No changes	Annual Review	Head of Student Support	July 2026
6	Feb 2026	Changed to new template Expanded related polices and external links Added legislative framework section Added roles and responsibilities Added support section Expanded relevant sections with information on temporary impairments Added Assessment Section Adde student communication measures Added monitoring, review and data reporting sections Added descriptions of external resources in appendix 1	Quality Assurance review	Quality and compliance	Jul 2026
7	May 2026	- Textual revisions made throughout to bring the policy into compliance with applicable regulations - Updated external reference list - Added reference to NCC and NCFE under 13.9	Compliance Alignment 2026 (OfS)	QA Compliance Review	August 2027

External Reference Points

The policy also relates to the following external regulations:

- Equality Act 2010 – disability as a protected characteristic; anticipatory duty; reasonable adjustments; PSED
- Equality Act 2010, s.20–21: Duty to make reasonable adjustments for disabled persons
- OfS Regulatory Framework 2018 (as amended) – Conditions B1, B2, B3, B5, C5
- OfS Condition B3: monitoring and addressing outcome gaps for students with disabilities
- QAA UK Quality Code 2024 – Enabling Student Achievement; Admissions
- Higher Education and Research Act 2017
- Disabled Students' Allowances (DSA) Guidance (Student Finance England)
- Public Sector Equality Duty (PSED) – Equality Act 2010, s.149
- Equality Act 2010 Specific Duties Regulations (England) 2011
- UK GDPR and Data Protection Act 2018
- Consumer Rights Act 2015 and CMA Guidance for HE Providers 2023
- Mental Health Act 1983 / Mental Capacity Act 2005 (where relevant)
- SEND Code of Practice (where students transition from SEND provision)
- Note: The Disability Discrimination Act 1995 was repealed by the Equality Act 2010
- NCC Education Special Considerations Policy (CORP_03-a09) – governing pre- and post-assessment adjustments for NCC-registered qualifications
- JCQ Access Arrangements and Reasonable Adjustments (AARA) Guidance (updated March 2026) – governing access arrangements and special consideration for NCFE and other JCQ-member awarding organisation qualifications

Related Policies and Documents

Affects all other policy documents. This document should however be read together with the following documents:

- 3.01 Student Recruitment, Selection and Admission Policy
- 4.01 Academic Regulations
- 4.03 Assessment Policy
- 4.06 Complaints Policy
- 4.07 Academic Appeals Policy
- 4.08 Academic Misconduct Policy and Procedure
- 4.11 Fitness to Study Policy

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1. Purpose

This Policy sets out Waltham International College's (WIC) commitment to creating an inclusive learning environment that enables disabled students to participate fully and equitably in higher education. WIC is committed to meeting its obligations under the Equality Act 2010 and its OfS registration conditions, including the proactive monitoring and addressing of outcome gaps affecting students with disabilities.

WIC has an anticipatory duty under the Equality Act 2010 to make reasonable adjustments to avoid substantial disadvantage to disabled students. This duty is anticipatory: WIC must plan for the likely needs of disabled students in advance, not merely respond to individual requests. This Policy sets out how WIC fulfils this duty across admissions, programme delivery, assessment, and support services.

2. Scope

This Policy applies to all students at WIC who have a disability, long-term health condition, specific learning difficulty, mental health condition, or other impairment (whether visible or not) that meets the definition of disability in the Equality Act 2010. The Policy covers all stages of the student journey from application to completion, and applies to all programmes, modes of study, and College facilities.

3. Introduction

WIC is dedicated to promoting equality of opportunity for all students and recognises the enriching value that diversity brings to the College community. The institution is committed to supporting every student in reaching their full academic potential. In line with this commitment, WIC strives to ensure that no student is unfairly disadvantaged due to a disability during the application process or throughout their studies at the College. This policy outlines the College’s commitment to supporting disabled students and serves as a guide for all departments to understand and fulfil their responsibilities. It provides a clear framework for implementing inclusive practices and ensuring that appropriate support mechanisms are in place.

The Wellbeing Team plays a central role in ensuring that the College remains an inclusive and accessible environment for all students. Their support extends beyond those who formally identify with the term “disability”, recognising that some students such as those with dyslexia, mental health challenges, or Autistic Spectrum Conditions may not use this label.

While the term “disability” is used throughout this policy in alignment with the Disability Discrimination Act 1995, the College acknowledges the evolving legislative landscape and the broader shift towards inclusive language and practices. This change is influenced by the consolidation of equality-related legislation, particularly the Equality Act 2010.

WIC is committed to an inclusive learning environment where all students can succeed. Guided by the social model of disability, the College focuses on removing societal barriers rather than placing responsibility on individuals. This approach is supported by the Equality Act 2010 and embedded in WIC’s strategic plans.

Where barriers cannot be fully eliminated, WIC will implement reasonable adjustments to ensure disabled students are not disadvantaged. These adjustments apply to all disabled students, regardless of course level, duration, or origin, and are tailored to individual needs and circumstances.

4. Legislative Framework

The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The definition is broad and includes, but is not limited to:

- Physical and sensory impairments (e.g., visual impairment, hearing impairment, mobility impairments)
- Long-term health conditions (e.g., cancer, HIV, multiple sclerosis – which are deemed disabled from diagnosis)
- Mental health conditions (e.g., depression, anxiety, bipolar disorder)
- Specific learning differences (e.g., dyslexia, dyspraxia, ADHD, autism spectrum conditions)
- Neurodivergent conditions (e.g., autism, ADHD, Tourette's syndrome)
- Chronic pain conditions and other invisible disabilities
- Temporary impairments that have long-term effects

Note: The Disability Discrimination Act 1995 has been repealed and replaced in full by the Equality Act 2010. References to the DDA in any WIC documentation are superseded by this Policy.

5. Key Definitions

5.1 Disability

A physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities (Equality Act 2010).

5.2 Reasonable Adjustments

A change to a practice, criterion, provision, or physical feature that reduces or removes a substantial disadvantage faced by a disabled student. Adjustments must be reasonable, considering their cost, feasibility, and effectiveness.

5.3 Anticipatory Duty

WIC's obligation to plan for and make adjustments for disabled students proactively, not merely reactively.

5.4 Support Plans

A personalised plan setting out the adjustments and support agreed for an individual student:

- ISP – individual support plan
- MSP – maternity support plan for pregnant students and new parents
- OSP – other support plan
- IPAS – Individual plan for academic excellence

5.5 Competence Standards

A standard of performance applied to test a person's competence or ability that is applied consistently and is necessary and proportionate to the aims of the qualification.

6. Roles and Responsibilities

6.1 Wellbeing Team and Student Support Services

The Wellbeing Team is responsible for:

- receiving and assessing disability disclosures;
- coordinating the development of Support Plans (ISP, MSP and OSP);
- advising academic staff on reasonable adjustments;
- signposting students to internal and external support resources, including Disabled Students' Allowances (DSA)
- delivering proactive training on disability related matters to student facing departments across the College, on a schedule agreed annually with the relevant Managers

6.2 Academic Staff

Academic staff are responsible for:

- implementing reasonable adjustments as set out in Individual Support Plans;
- designing inclusive curricula and assessment methods;
- and maintaining the confidentiality of students' disability-related information.

6.3 Admissions

Admissions staff are responsible for:

- ensuring pre-application and application information is accessible;
- encouraging early disclosure of disability during the application process;
- and referring prospective students to support services as appropriate

6.4 Academic Community of Excellence (ACE)

The ACE Team is responsible for:

- designing, coordinating, and delivering Individual Plans for Academic Success (IPAS) for students experiencing academic challenges that may impact their progression, confidence, or engagement;
- assessing students' academic needs;
- providing targeted tutoring and mentorship;
- and developing personalised study plans that build core academic skills.

The ACE Team works closely with academic staff and the Wellbeing Team to ensure that academic support is aligned with any wellbeing or disability-related adjustments already in place.

6.5 Students

Students are encouraged (but not required) to disclose a disability or health condition at the earliest opportunity to enable support to be arranged. Disclosure is voluntary and will be treated with respect and confidentiality. Students are responsible for engaging with the support process and providing any requested evidence.

7. Disclosure and Confidentiality

Disability disclosure is voluntary.

WIC will never penalise a student for disclosing a disability, and will not share disclosure information without the student's consent, except where there is an overriding duty of care or public safety concern. Students should be aware that in order to arrange effective support, some information will need to be shared with relevant staff on a need-to-know basis. This will be explained to students at the time of disclosure.

8. Disabilities, Difficulties, Health Conditions and Impairments

Support is provided for students who have long-term health conditions and disabilities both physical, mental and any learning difficulties.

8.1 Learning Difficulties

Learning difficulties include but are not limited to are:

- Dyslexia: difficulty learning to read, spell, and write
- Dysgraphia: difficulty with handwriting and fine motor skills
- Dyscalculia: difficulty with math computation and problem-solving
- Visual perceptual/visual motor deficit: difficulty with visual processing and coordination
- Language processing disorder: difficulty with understanding and producing language

8.2 Long-term Health Conditions

Long-term health conditions include but are not limited to are:

- Heart Attacks
- Cancer
- Stroke
- Diabetes
- Mental Health including depression, anxiety and PTSD.
- Arthritis
- Back problems

8.3 Disabilities

Disabilities include but are not limited to are:

- Cancer which includes permanent damage that is recognised as a disability
- Visual impairment
- Hearing impairment
- Mental Health
- ASD/ADHD
- Mobility difficulties
- Epilepsy

8.4 Temporary Impairments

Students with a temporary impairment (such as a broken arm or post-operative recovery) that does not meet the Equality Act definition of disability may still be eligible for short-term adjustments. Such adjustments are agreed on a case-by-case basis and are reviewed regularly. Where a temporary impairment becomes persistent and meets the disability definition, it will be treated accordingly.

8.4.1 Transition from Temporary Impairment to Disability

If a temporary impairment extends beyond 12 months or becomes permanent, the student will be advised to:

- provide formal disability evidence, and
- access full disability support, including long-term reasonable adjustments.

The Wellbeing Team will assist students through this transition to ensure continuity of support.

9. Reasonable Adjustments

The Equality Act 2010 imposes a duty on the College to make reasonable adjustments to remove barriers that persist despite inclusive design and practices. This duty applies in three specific instances:

- where a provision, criterion, or practice places a disabled student at a particular disadvantage compared to non-disabled students;
- where a physical feature puts a disabled student at a disadvantage; and where the absence of auxiliary aids places a disabled person at a disadvantage.
- Support is provided for students who have long-term health conditions and disabilities both physical, mental and any learning difficulties.

9.1 Assessment Adjustments

WIC will make reasonable adjustments to assessment arrangements for disabled students where these are necessary to avoid substantial disadvantage, and where they do not undermine competence standards or learning outcomes. Assessment adjustments may include:

- Extra time in examinations (typically 25% for most students, subject to evidence)

- Use of a word processor, scribe, or reader in examinations
- Rest breaks during examinations
- Alternative assessment formats (e.g., oral examination instead of written, or extended deadline)
- Access to assistive technology or specialist equipment
- Provision of assessment materials in alternative formats (e.g., large print, digital formats)

All assessment adjustments must be agreed in advance and documented in the student's ISP. Adjustments may not be applied retrospectively unless they could not reasonably have been arranged in advance.

9.2 Learning and Teaching Adjustments

Adjustments to teaching and learning may include:

- priority seating;
- provision of lecture notes or slides in advance;
- use of accessible formats for learning materials;
- flexibility in participation methods;
- or additional academic support.

9.3 Support Plans

Each student with a disclosed disability who requires support will have an Individual Support Plan (ISP) or equivalent document that records the nature of the disability, the agreed adjustments, and the responsibilities of WIC and the student. ISPs are reviewed at least annually and may be updated at any time in response to changes in the student's circumstances.

9.4 Supporting Documents

Before a support plan is issued, students must provide valid and up-to-date supporting documents of their circumstances. This document must be authenticated and verified by a recognised third-party organisation and must reflect the student’s current situation. The type of supporting document required will vary depending on the nature of the support plan.

All support plans are reviewed regularly and may be updated at any time to reflect changes in the student’s circumstances. The Wellbeing Adviser is responsible for overseeing the creation, implementation, and communication of these plans, ensuring that relevant departments are informed and equipped to implement the agreed adjustments.

10. Support

10.1 Disability Support

Once the student has been identified as having a condition that will impact their day-to-day life and their education experience, the well-being team will be allocated to help and provide the support listed below. Eligibility will be assessed by the wellbeing team once we have been made aware of any student who has disclosed a disability or long-term illness or if a student has been highlighted as showing difficulties in class.

- Ensuring that any relevant and reasonable adjustment can be made for assignments, quizzes, and exams including preparation support.
- Ongoing well-being support for social and practical support. This includes any physical support i.e. assistive technology or equipment (if available). Ensuring those with mobility issues are able to access their classes on campus and be able to safely move around the campus. Social and emotional support can include a safe place to talk and seek guidance.
- Keeping staff up to date on any necessary adjustments and special considerations that need to be made.
- Student support plan to be in place and regularly reviewed to keep the plan up to date and relevant to the student's individual experience.
- Providing a referral pathway to screening and diagnostic assessment for suspected specific learning differences (e.g. dyslexia, dyspraxia), including signposting to appropriate qualified assessors.

10.1.1 Disabled Students' Allowances (DSA)

WIC will provide students with information about Disabled Students' Allowances (DSA) and other external funding available to support disabled students in higher education. The Wellbeing Team can assist students with DSA applications and ensure that recommended support is implemented.

10.1.2 External Funding Guidance

Students are signposted to DSAs, NHS bursaries, Research Council Disabled Bursaries, or Access to Work.

Interim College Funding may be provided in cases of procedural delays or significant risk to academic progress.

Where there is a significant risk to the student's academic progress, retention, or wellbeing, interim support may be considered until external funding is in place.

10.2 Academic Support

Academic support is provided to help students develop the skills, confidence, and understanding needed to succeed in their studies. This includes both structured guidance and personalised assistance tailored to individual needs. The support may include:

- Supporting students with submitting their work on Turnitin, including additional help with IT systems.
- Delivering 1-1 sessions to provide guidance and further clarification on assignments and research projects.
- Offering support with presentation skills and strategies to manage stress and workload effectively.
- Providing regular formative and feed-forward feedback to support continuous improvement.
- Making reasonable adjustments within the classroom to ensure inclusive learning.
- Supplying additional handouts and learning resources where necessary.Supporting students with submitting their work on Turnitin including additional support with IT systems.

10.3 Support for Temporary Impairments

Students experiencing temporary impairments may be eligible for short-term academic or wellbeing support, which may include:

- Short-term flexibility with attendance
- Extensions to deadlines within academic regulations
- Alternative arrangements for assessments where appropriate
- Access to wellbeing support and guidance
- Temporary lecture capture or note-taking support
- Adjusted timetables or rooming where relevant to mobility

The type and level of support will depend on the nature of the impairment, the expected duration, and the impact on learning.

10.4 Support Plans

10.4.1 Individual Student Support Plan (ISP)

The ISP is designed to support students with personal circumstances that may affect their academic engagement, including mental wellbeing, health conditions, disabilities, and learning difficulties. The ISP is valid for the duration of the registered academic year and must be renewed annually. It provides reasonable adjustments to support attendance and module submissions.

10.4.2 Maternity Support Plan (MSP)

The MSP supports students who are five months pregnant or more. It is valid for 12 months from the point the student reaches five months of pregnancy and includes the postnatal period. The duration of the plan is adjusted based on the stage of pregnancy at the time of registration. Evidence must clearly indicate the stage of pregnancy to enable accurate calculation of the support period. The MSP includes adjustments to support attendance and academic engagement during pregnancy and after childbirth.

10.4.3 Other Support Plan (OSP)

The OSP is available to students facing exceptional personal circumstances, including caring responsibilities, career-related challenges, or life-threatening situations that impact their ability to engage with their studies. Students must be referred by their Programme Leader. Each OSP is reviewed termly to ensure alignment with the student's progress and evolving needs. The plan focuses on supporting attendance and engagement.

10.4.4 Individual Plan for Academic Success (IPAS)

The IPAS is part of the College's Academic Community of Excellence (ACE) initiative and is designed to support students experiencing academic challenges. It provides personalised academic guidance, including:

- Targeted tutoring and mentoring
- Individualised study plans
- Peer support programmes

- Time management strategies
- Assessment extensions or alternative formats
- The IPAS is tailored to the student's academic needs and includes regular reviews to monitor progress and ensure effectiveness. Where appropriate, individual wellbeing support may be integrated into the IPAS to provide a holistic approach to student success.

11. Recruitment and Admissions

- WIC will not unlawfully discriminate against disabled applicants in the admissions process.
- Pre-application information will be provided in accessible formats.
- Prospective students are encouraged to disclose disability during the admissions process to enable WIC to discuss how their needs can be met. Disability disclosure will not disadvantage an applicant in the admissions decision.

12. Attendance

If a student's disability affects their ability to attend or arrive on time for classes, the College may implement reasonable adjustments to support their attendance and punctuality.

However, attendance adjustments may not be feasible in the following circumstances:

- If the level of absence requested would place the student at a significant disadvantage compared to peers who can attend regularly.
- If attendance is essential to meet core competencies of the course.
- If external requirements, such as those from professional accreditation bodies, mandate specific attendance standards.
- If legal obligations, such as immigration regulations, restrict flexibility in attendance.

Adjustments may also include allowing a student to arrive late, leave early, or take short breaks during class.

Students are responsible for ensuring that their entry or exit does not disrupt the class or interfere with others' learning.

If a student misses a class due to a disability-related reason, they must inform their Tutor in line with the College's Student Attendance, Retention and Support Policy. The Tutor will then advise on how to catch up with missed learning.

If a department becomes concerned that a student's attendance or punctuality is affecting their academic progress or ability to remain on the course, a Cause for Concern meeting may be initiated under the College's Fitness to Study Policy.

13. Assessment

WIC is committed to ensuring that all students, including those with disabilities, long-term health conditions, or specific learning difficulties, can demonstrate their academic ability without being unfairly disadvantaged. Assessment adjustments aim to remove barriers while maintaining academic integrity, competence standards, and fairness across the student body.

All disabled students with an approved Support Plan are entitled to standard examination adjustments. Additional adjustments for both formative and summative assessments may be recommended based on the nature of the student's disability, evidence provided, and the requirements of the programme.

13.1 Principles of Adjustment

Assessment adjustments are grounded in the following principles:

- Equity: Adjustments aim to provide a level playing field, not advantage.
- Reasonableness: Adjustments must be practical, proportionate, and appropriate to the student's needs.
- Academic Integrity: Adjustments must not compromise learning outcomes, professional standards, or competence requirements.
- Consistency: Adjustments are applied consistently across modules and assessment types.
- Timeliness: Adjustments should be implemented as early as possible to ensure students can prepare adequately for their assessments.

13.2 Documentation and Evaluation

Students must provide valid, up-to-date evidence of their disability or learning difficulty before assessment adjustments can be authorised.
The Wellbeing Team evaluates the evidence to determine which adjustments are appropriate and reasonable, taking into account:

- the student's functional needs
- programme requirements and competence standards
- assessment format and learning outcomes
- available institutional resources

Adjustments are reviewed regularly to ensure they remain appropriate.

13.3 Types of Adjustments

Depending on assessed need, students may receive adjustments including, but not limited to:

- Additional time in timed assessments
- Rest breaks during examinations
- Use of assistive technology (e.g., screen readers, speech-to-text software)
- Separate or smaller examination rooms
- Alternative formats for assessment materials (e.g., large print, coloured paper)
- Use of a scribe, reader, or prompt
- Flexibility with practical assessments where reasonable and appropriate

Adjustments are tailored to individual requirements and recorded in the student's Support Plan.

13.4 Limitations

Adjustments cannot be granted where:

- they compromise core competence standards or professional requirements
- they fundamentally alter the nature or academic integrity of the assessment
- the student does not provide required evidence
- logistical constraints make the adjustment unfeasible, in which case alternatives will be explored

Where no reasonable adjustment can be made, students will be supported through Extenuating Circumstances or alternative assessment routes where appropriate.

13.5 Alternative Assessments

Where standard adjustments are insufficient, alternative assessment arrangements may be considered. These may include:

- oral assessments instead of written tasks
- modified practical assessments
- take-home assessments
- extended windows for submission

Alternative assessments must:

- meet the same learning outcomes
- comply with competence standards
- be approved by the Programme Manager and/or Assessment Board

13.6 Coursework Extensions

Students with a Support Plan may receive standard extensions where their disability directly affects their ability to meet deadlines. Extensions must:

- be requested in advance
- comply with academic regulations
- be consistent with the duration and nature of the disability

Longer extensions may require consideration under the Extenuating Circumstances procedures.

13.7 Extenuating Circumstances

Where a disability or long-term condition unexpectedly worsens, or where new circumstances arise that impact assessment performance, students may apply for Extenuating Circumstances.
This process may provide:

- further extensions
- deferral of assessments
- alternative arrangements

The Wellbeing Team may support applications but does not make EC decisions.

13.8 Fair Marking Responsibilities

Departments must ensure:

- all staff are aware of their responsibilities regarding assessment adjustments
- adjustments are implemented consistently
- module leaders communicate assessment changes or limitations to the Wellbeing Team promptly
- examinations and coursework teams work together to support students effectively

Departmental compliance with assessment adjustments forms part of the College's quality assurance monitoring.

13.9 Awarding Body Assessment Procedures

Where students are enrolled on programmes leading to qualifications awarded by NCC Education or NCFE, assessment adjustments and special consideration are additionally governed by the respective awarding body's framework. WIC's internal processes must be followed alongside, and in compliance with, those external requirements. It is the responsibility of the Wellbeing Team and relevant programme staff to ensure awarding body procedures are followed in addition to WIC's own.

13.9.1 NCC Qualifications

For students registered on NCC Education-certificated programmes, the following requirements apply in addition to WIC's internal processes:

- Pre-assessment special consideration (reasonable adjustments): students must notify WIC no less than 12 weeks before the examination. WIC must then submit the request to NCC Education via the NCC Quartz Portal at least 8 weeks before the examination date, attaching the candidate's completed NCC pre-assessment special considerations form and declaration together with all supporting documentation.
- Extra time and supervised rest breaks: applications require a statement of needs from a recognised educational psychologist or medical doctor specifying the condition and the amount of time needed. Extra time in excess of 25% requires a separate application to NCC Education with reasons stated. Rest breaks require prior approval and a supporting statement of needs.
- Candidate declaration: all NCC special consideration applications (both pre- and post-assessment) must be accompanied by a signed NCC Special Circumstances Declaration completed by the candidate. WIC must submit this to NCC Education via the Quartz Portal alongside the completed application form.
- Post-assessment special consideration: where a student's performance has been affected by circumstances beyond their control at the time of examination, the student must notify WIC immediately after the examination. WIC must initiate the post-assessment special consideration request on the NCC Quartz Portal within 1 working day. The student must then complete and submit the NCC post-assessment form and declaration to WIC, along with documentary evidence, within 3 working days of the examination. WIC must submit the full request to NCC Education via the Quartz Portal within 14 days of the examination.

13.9.2 NCFE Qualifications (JCQ Framework)

NCFE is a member of the Joint Council for Qualifications (JCQ). Access arrangements and reasonable adjustments for NCFE qualifications are therefore governed by the JCQ Access Arrangements and Reasonable Adjustments (AARA) guidance, most recently updated in March 2026. The following requirements apply in addition to WIC's internal processes:

- Access arrangements must be based on evidence of need and must reflect how the student normally works in class. A diagnosis alone is not sufficient. Evidence of need and normal way of working must be established and documented before arrangements are approved. This principle is central to the JCQ AARA framework and must be applied to all NCFE assessment adjustments.
- Access arrangements must be applied for and approved through the JCQ Centre Admin Portal (CAP) before examinations. Staff responsible for processing NCFE access arrangements must be familiar with the JCQ AARA guidance and the relevant JCQ forms (including Form 8: Profile of Learning Difficulties; Form 9: Profile of Need for Medical or Sensory Conditions; and Form 10: Application for Special Consideration).
- Special consideration (post-assessment) for NCFE qualifications is a separate process from access arrangements and is distinct from WIC's internal Extenuating Circumstances procedure. Special consideration applies after an assessment has taken place and involves adjustments to marks or grades where a student was affected by temporary illness, injury or other circumstances at the time of assessment. Applications are submitted via the JCQ Centre Admin Portal using the appropriate VTQ form.

14. Student Communications and Awareness Measures

WIC is committed to ensuring that all students are fully informed of the support available to them and understand how to access disability-related services. To achieve this, the College communicates key information about the Disability and Inclusion Policy, support processes, and reasonable adjustments through multiple accessible channels throughout the student journey.

14.1 Website

Information about disability support, disclosure procedures, and reasonable adjustments is published on the College website. This includes clear guidance on how to contact the Wellbeing Team, what evidence is required, and how support plans are developed. The website is maintained to ensure accuracy, accessibility, and compliance with inclusive design principles.

14.2 Induction and Transitions Events

At induction and at transition events, all students receive an introduction to the College's disability support services, including an overview of the Wellbeing Team, how to disclose a disability, the purpose of support plans, and the range of adjustments available. This information is delivered as part of the core induction presentation and supported by opportunities for students to speak with staff directly.

14.3 Student Handbook

The Student Handbook includes a dedicated section outlining the Disability and Inclusion Policy, students' rights under the Equality Act 2010, and practical information about accessing support. The

handbook reinforces key processes such as evidence requirements, confidentiality, and timelines for securing adjustments.

14.4 Email Communication

Students receive periodic email communications reminding them of the support available, the importance of early disclosure, and how to engage with the Wellbeing Team. Applicants who disclose a disability during the admissions process are also contacted via email to begin support planning before enrolment.

14.5 Posters and On Campus Materials

Posters, digital screens, and other visual materials placed around campus promote awareness of disability support services and direct students to the Wellbeing Team. These materials are designed to be clear, accessible, and visible at key student touchpoints, including reception areas, libraries, and student support zones.

15. Monitoring, Review and Outcome Data

WIC monitors the outcomes of disabled students (including continuation, completion, attainment, and employment) and compares them with the outcomes of non-disabled students, in line with OfS Condition B3 and the PSED. Where outcome gaps are identified, WIC will take targeted action to address them. Anonymised disability data is included in the College's Annual Equality Report and Annual Monitoring Return to the OfS.

This Policy is reviewed annually. An equality impact assessment is conducted at each review to assess the impact of the Policy and any proposed changes on students with protected characteristics.

16. Appendices

16.1 Appendix 1: Links to External Organisations

WIC engages with these organisations to complement its internal support and ensure that students receive comprehensive, specialist, and legally informed guidance where required. Although WIC does not maintain formal contractual partnerships with most external agencies, the College maintains strong signposting links to ensure students can access wider community resources and national support networks.

16.1.1 Mind Mental health Charity

Website: Home - Mind

Mind provides mental-health guidance, practical coping strategies, and access to community-based support services. Students may be referred when they require ongoing mental-health support beyond the scope of WIC's internal provision.

Referrals require the student's consent unless there is a safeguarding risk, in which case the College follows its safeguarding procedures. WIC does not hold a formal partnership agreement with Mind but signposts students to their publicly available services.

16.1.2 Citizen Advice Bureau

Website: Citizens Advice

Citizens Advice offers free, independent advice on legal rights, housing, finance, employment, and welfare support. Students may be referred when they need specialist advice on issues that affect their wellbeing or ability to study.

Students are encouraged to self-refer, and consent is required if WIC facilitates the referral. There is no formal partnership agreement; the College signposts students to their local Citizens Advice service.

16.1.3 Disability Rights UK

Website: Adjustments for disabled students and apprentices | Disability Rights UK

Disability Rights UK provides expert information on disability rights, reasonable adjustments, education pathways, and employment support. Students may be referred when they require independent guidance regarding adjustments, navigating Disabled Students' Allowances (DSA), or understanding their rights under the Equality Act.

Students typically self-refer but may receive facilitated signposting with their consent. WIC does not maintain a contractual partnership with DRUK but uses their resources to ensure alignment with good accessibility practice.

16.2 Appendix 2: Support Mind Map

